

Boughton Monchelsea Primary School

Phonics Evening

Wednesday 19th
October 2016



Aim:

To explain our approach to teaching phonics and early reading, enabling you as a parent/carer to support your child more easily and more effectively at home.



Introduction

- Children learn a great deal from other people.
- As parents and carers, you are your child's first teachers. You have a powerful influence on your child's early learning.



The Spoken Language

- From a very early age, children develop an awareness of the different sounds in our spoken language(s).
- They learn how to use their voices:
 - to make contact with you
 - to let you know what they need
 - to show how they are feeling
- As parents and carers, you best understand your child's communications; you are key in helping them to develop their speaking and listening skills.



How can you help?

- Provide your child with lots of different opportunities to speak and listen with others:
 - Preparing meals
 - Tidying up
 - Putting shopping away
 - Getting ready to go out
- Switch off the TV, radio, games consoles and mobile phones
- Show you are interested in their conversation
- Read stories
- Use puppets and toys



The importance of speech sounds

- As children grow older, they will begin to understand the different sounds in languages, and join in with stories, songs, rhymes by clapping, stamping and skipping.
- This is an important stage, as the ears are beginning to tune into the important sounds they can hear, and discriminate.
- Over time, your child will begin to distinguish between different speech sounds (phonemes), and they will match sounds to letters (graphemes). This is called phonic knowledge.



Jim Rose - Review of the teaching of early reading

It is a **requirement** that reception children are taught 20 mins of letters and sounds per day.

It is **recommended** that Year 1 and 2 children also receive 20mins per day.



Phonics and reading skills are now taught in 6 distinct phases.

These phases are set out in the letters and sounds document.



Phase 1

- Your child will be learning to:
 - Have fun with sounds
 - Listen carefully
 - Develop their vocabulary
 - Speak confidently to you, other adults and children
 - Tune into sounds
 - Listen and remember sounds
 - Talk about sounds



Phase 1

- Phase 1 is made up of 7 different areas:
 - Environmental sounds
 - Instrumental sounds
 - Body percussion
 - Rhythm and rhyme
 - Alliteration (words that begin with the same sound)
 - Voice sounds
 - Oral blending and segmenting



Phase 2

- This is begun in the Reception year
- Children begin to formally learn the sounds in the English language
- Phonics sessions are fun sessions involving lots of speaking, listening and games



Phase 2

- Using common consonants and vowels.
- Blending for reading and segmenting for spelling simple cvc words.
- Understanding that words are constructed from phonemes and that phonemes are represented by graphemes.



Some Definitions

A Phoneme

This is the smallest unit of sound in a word.



How many phonemes can you hear in

cat?

A grapheme

These are the letters that represent the phoneme.



The grapheme could be 1 letter,
2 letters or more!

t

igh

ai

This is where it gets tricky...

- Phonemes are represented by graphemes.
- A grapheme can consist of 1, 2 or more letters.
- A phoneme can be represented/spelled in more than one way (**c**at, **k**ennel, **ch**oir)
- The same grapheme (letter) may represent more than one phoneme (**m**e, **m**et)



Learning the phonemes

- Children will learn the phonemes (sounds) for a number of graphemes (letters)
- They will also learn that some phonemes are made up of more than one letter, eg: /ll/ as in b-e-ll
- We use actions to help to remember the phonemes



Jolly Phonics





Not all children will learn at the same rate!



- Your child will be supported *whatever* their rate of learning
- There is a very close link between *difficulty with phonics* and *hearing*, so if your child is making progress slower than expected, it is worth having their hearing checked.



Saying the sounds

- Your child will be taught how to pronounce the phonemes (sounds) correctly to make blending easier
- Sounds should be sustained where possible (eg, sss, mmm, fff)
- If not, 'uh' sounds after consonants should be reduced where possible (eg, try to avoid saying 'b-uh', 'c-uh')
- Enunciation video



Sound talk

- The separate phonemes (sounds) are spoken aloud, in order, all through the word, and are then merged together into the whole word.
- The merging is called **blending**, and is a vital skill for reading.
- Eg: c-a-t = cat



Sound talk

- Children will also learn to do this the other way round. Eg: cat = c-a-t
- The whole word is spoken aloud and then broken up into its phonemes (sounds) in order, through the word.
- This is called **segmenting**, and is a vital skill for spelling.



Making words

- Now the children will be *seeing* letters and words, as well as hearing them.
- They will be shown how to make whole words by:
 - pushing magnetic letters together to form little words
 - Reading little words on the board
 - Breaking up words into individual sounds



Phase 3

- The main individual letter phonemes have now been learnt, and children are reading CVC words independently
- Phase 3 teaches children to learn the graphemes (written sounds), made up of more than one letter, eg: 'oa' as in boat
- Your child will also learn all the letter names in the alphabet and how to form them correctly.



Phase 3

- Read more tricky words and begin to spell some of them.
- Read and write words in phrases and sentences.



Put the sound buttons under
these words

speed

crayon

slight

toast

broom

foil

crawl

jumper

How can I help?

- Sing an alphabet song together
- Play 'I spy'
- Continue to play with magnetic letters, using some two-grapheme (letter) combinations, eg: *r-ai-n = rain* blending for reading
rain = r-ai-n segmenting for spelling
- Praise your child for trying out words
- Ask for a list of tricky words
- Create phonic games with a timer
- Play pairs



Don't worry if they get some wrong!

These sounds and words are hard to remember and need plenty of practice.



Phase 4

- This is a consolidation unit. There are no new graphemes to learn. Reading and spelling of tricky words continues.
- Blending adjacent consonants in words and applying this skill when reading unfamiliar texts.
- Segmenting adjacent consonants in words and applying this in spelling.



Phase 5

- Reading phonetically decodable two-syllable and three-syllable words.
- Using alternative ways of pronouncing and spelling the graphemes corresponding to the long vowel phonemes.
- Spelling complex words using phonetically plausible attempts.



Phase 6

- Recognising phonic irregularities and becoming more secure with less common grapheme - phoneme correspondences.
- Applying phonic skills and knowledge to recognise and spell an increasing number of complex words.



Phase 6

- Introducing and teaching the past tense.
- Investigating and learning how to add prefixes and suffixes.
- Finding and learning the difficult bits in words.



Tricky Words

In addition to this, each the week the children learn 'tricky' words (those that are not spelt phonetically) and key sight vocabulary.

The key sight word list has also changed.
There are now 300 words to learn.
(100 in Rec/Y1 and an additional 200 in year 2)



Monitoring and Assessment

- Termly phonics assessments.
- Analysis of assessments for streaming children into phase appropriate groups across year 1 and 2.
- Year 1 statutory phonics screening. Miss Wones will invite you to an after school meeting in term 5.



Summary

- Correct pronunciation
- Correct vocabulary
- We all need to use the same language at home and at school.
- Little and often is the key. Does not have to be formal.
- Link it to your child's interests.





Thank you for coming.
We hope it has been
helpful. Please have a
look at the resources
around the hall.